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| YEAR LEVEL         | Years 1 & 2  |
| TITLE              | Jesus in the Scriptures  |
| STRAND             | SCRIPTURE  |
| SUGGESTED DURATION | 5 weeks  |
| ENDURING QUESTIONS | <p>What is Scripture?</p> <p>How does God's Word affect my life?</p> |



## Unit Focus

In this unit the students will share some Bible stories about Jesus and be presented with Jesus as one who shows us how we are to live.

## Achievement Standards

By the end of **Year Two**:

**Students recall and reflect on familiar scriptural material.**

## Unit Outcomes

By the end of this unit students should be able to:

1. Understand the Bible as the source of our learning about Jesus.
2. Recall stories of Jesus and his life.

## Key Understandings for Students

- The Bible is a special book of stories for God's people.
- The Gospels contain stories about Jesus as well as stories that Jesus told.
- The Gospel stories show that Jesus loves and cares for everyone.
- The New Testament helps us to know and love Jesus.
- Jesus is our model and teacher. He can guide us in making good choices and decisions.

## Student Context

Students in Years 1 & 2 are becoming conscious of significant role models and imitate both their ways of acting and the attitudes they express. The values and patterns of behaviour they develop as followers of Jesus help them to begin to relate to others in a sensitive and responsible way.

## Theological Background for Teachers

- The Bible is a collection of 73 books, written by numerous authors who were inspired by God.
- The second major part of the Bible is called the Christian Scriptures, or the New Testament. They centre on the life, death and resurrection of Jesus of Nazareth and on the early community of his followers whose mission was to preach and spread Jesus' good news of salvation to all humanity.
- The New Testament is composed of 27 books.
- Catholics believe the Bible is the word of God, inspired by the Holy Spirit. It is God who communicates in the Bible but always through the limitations of a culturally situated human being. The writers communicated the truth using their own powers and abilities, their cultural limitations and at times their narrow images of God. God entrusted the communication of truth to human beings who expressed that truth in their own way, using the tools and concepts available to them at the time.
- We cannot look to the Bible for scientific explanations or historical accounts that are accurate and factual in all respects, instead the Bible gives us religious truth, the inner truth of God.
- The Catholic insight into interpreting the Bible is that we can find religious truth by first of all understanding what the writer of any given passage intended to communicate. Who was the audience? What problems or concerns of the community influenced what was written or edited into the passage? What literary form was the passage written in? For a rich, full understanding of the Bible, guidance is necessary.
- Approaches such as Source Criticism, Historical Criticism, Form Criticism and Redaction Criticism are used as contemporary methods of biblical interpretation. A text can be analysed for any materials within it that are not original, but the author incorporated from other sources (source criticism). The literary forms employed in a text can be analysed (form criticism). The manner in which authors edit or 'redact' the materials at their disposal can be examined to indicate what their interests and convictions were (redaction criticism). A text can also be viewed in the light of texts and other information available from the same time and place, in order to see it in its historical context (historical criticism).
- Through the Gospels we learn about the life and teachings of Jesus who enabled people to begin to have a deeper understanding of who God was. Jesus called God Father to show his own relationship with God as God's Son.
- In Jesus' life, which we discover in the Gospels, we find the perfect image of God. Jesus loved and cared for those most in need and protected those who were victims of injustice and oppression of all kinds. He treated people with dignity and respect. Jesus was just and truthful. He loved unconditionally. His life as taught through the Gospels is an example to us.

## Scripture

**Godly Play** – The Good Shepherd ( Sydney)

**Matthew 22: 39**

"You Shall love your neighbour as yourself"

**Luke 11: 1- 4**

"Pray like this"

He was praying in a certain place, and after he had finished, one of his disciples said to him, “Lord, teach us to pray, as John taught his disciples.”<sup>2</sup> He said to them, “When you pray, say:

Father,<sup>[a]</sup> hallowed be your name. Your kingdom come. Give us each day our daily bread.<sup>[l]</sup> And forgive us our sins, for we ourselves forgive everyone indebted to us.  
And do not bring us to the time of trial.”<sup>[u]</sup>

**Mark 10:13-16 - Godly Play - Jesus and the Children.**

## Major Assessment Task

Assessment tasks for this unit may include:

- Students are asked to reflect on one of the stories from Scripture that they have heard and explored throughout the unit. Students may respond to the story in a number of ways (provide an opportunity to brainstorm possibilities with students to allow student voice)

Examples offered may include:

- ☐ Construct your own Godly Play story
  - ☐ Create a Slideshow presentation to retell the story
  - ☐ Create a piece of art to visually represent the story
  - ☐ Dramatise and video the story with a small group of students
- Create your own image of Jesus. Make available a variety of resources including playdough, construction materials, lego, clay etc. Attach a character portrait of Jesus using what you know about Him from the Scripture stories you have heard throughout the unit (eg. My name is; My parents names are; I live; I like; I am good at; Things that make me sad.).

## Suggested Teaching & Learning Experiences

### Focusing Activity:

Read ‘To Know Worship and Love’ Book 1 pg 9-11 to students.

Ask students to respond to this question: What do we know about Jesus in the Scriptures? Students share what they know about Jesus and stories they know about Jesus or any questions that they may have. List these on the wall to be returned to at a later date.

- Share with students the information in the below box

The Gospels in the Bible were written by authors who wanted Jesus to be remembered in a special way. They tell us stories about what Jesus said and did. They tell us about when he was born, who his friends were and what he said.

- Jesus cared for people. Ask students to share a story or a time that they know of where Jesus looked after others. Draw this and display.
- Godly Play of ‘The Good Shepherd’. Students complete ‘I wonder experiences.’
- Create a visual image of The Good Shepherd and ask students to think about ways The Good Shepherd cared for the sheep. Who do they know in their life that cares for them?

- Jesus told stories (Parables) such as *'The Good Shepherd'* to help people understand how they should care for each other. Draw a 3 frame of the main elements of the story.
- The first Gospel in the New Testament is Matthew. He tells us that Jesus was a great teacher. He retells many of the things Jesus told his friends. **Jesus told us to "love your neighbour as yourself"**. Read this short passage from the Bible. Make a class book with all the answers from the below question: How could you show love to your family, your friends, people in your class?
- Jesus told us to **"welcome others and invite many different people into our lives"**. Draw about a time when you have shown hospitality by welcoming a visitor into your home.
- Read Jesus' hospitality story, from echo mine Rina Wintour pg 26 [Just Imagine book 4](#).

### Jesus prayed in the scriptures,

- What prayers do we say in our class? Where do you pray to Jesus? Where did Jesus pray? Complete echo mime of Jesus Praying. [Rina Wintour Just Imagine 4](#).
- Students begin to learn the words to the formal prayer 'Our Father'.
- As a whole class, write Jesus' diary, for example, 'What a day! I had lots of people come to talk to me. Lots of mothers brought their children to me, so I welcomed them.'

### Jesus Cared for Others

- Create a large Venn Diagram using Hula hoops or masking tape on the floor. Using the stimulus question, 'How did Jesus care for others in the Scriptures?' Students respond, record their answers on paper strips or sticky notes and place them in a large circle. Students then respond to the second question: 'How do I care for others?' Record their answers. Those that are the same get moved into the centre area where the circles overlap.
- Students write or draw about times they have seen care for others in their school community. Share and display these.

### Jesus Welcomed Children and blessed them.

- He said that those who welcome the message of God like little children would be welcomed. Share with students the Godly Play 'Jesus and the Children' (**Appendix 2**). Students engage in wonderings in connection to Scripture.
- Children write their own prayers in response to Scripture stories asking for blessings to help them be the type of person Jesus asks us to be in the Scriptures. Use these prayers in a class liturgy.

## Prayer Ritual

Students gather around the class prayer focus in a circle. Students bring their completed assessment task which demonstrates the actions that Jesus carried out in the Scriptures.

Begin with the Sign of the cross.

**Leader:** In the Scriptures we learn about Jesus. Jesus is our guide and our teacher. Reading about Jesus in the Scriptures can help us to make good choices and decisions.

Select a song to play (eg [Andrew Chinn, 'These Hands'](#)).

Each student in the circle is invited to share the prayers they have written and display their image around the prayer focus.

**Leader:**

We make these prayers in your name Jesus  
In the name of the Father, the Son and the Holy Spirit,  
Amen.

## Appendices

Appendix 1: Godly Play: The Good Shepherd.

Appendix 2: Godly Play: Jesus and the Children.